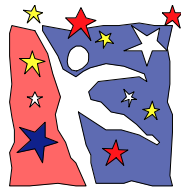


101 Ideas for Integrating Career Education Into Your Classroom

The National Career Development Guidelines provides for curriculum activities in the areas of self-knowledge, occupational and educational exploration, and career planning. The following activities are supplemental activities that can be used at the ELEMENTARY level.



SELF KNOWLEDGE

- 1. Have the students draw pictures of faces showing different feelings. Use this as a basis for discussion.**
- 2. Ask students to share their favorite feelings and what they sound like using musical instruments. Ex. drums, flute, etc.**
- 3. Make face masks showing feelings, read situations to the class and have them choose the mask that is appropriate after hearing each story.**
- 4. Discuss good feelings, name, and list them. Talk about times students may have experienced those feelings.**
- 5. Discuss bad feelings, name, and list them. Talk about times when students may have had negative feelings.**
- 6. Have students draw a picture of how they are feeling today, followed by class discussion. Students may pass if they don't wish to discuss.**
- 7. Discuss what we do when we feel happy or sad.**
- 8. Discuss with students how they handle feelings of anger.**

- 9. Ask students to draw a picture of a very important event in their life and tell how they felt about their experience.**
- 10. Ask students to discuss the best ways to handle anger with a friend. They can role-play the incorrect way (fighting, name calling) and the correct way. The group can see which is the most effective way to handle an argument.**
- 11. Students discuss different problems at home and school such as fire, burglary, babysitter problems, fighting, and/or getting hurt.**
- 12. Discuss where you go for help - who do you find or call when at home; whom do you ask for help at school.**
- 13. Students role-play what they do in an emergency situation at home.**
- 14. Students will develop a list of five conversations they had today. Identify each subject discussed and the contact people involved.**
- 15. Students will write a paragraph about the adult they feel closest to and why. This adult can be a relative, neighbor, or family friend.**
- 16. Talk with the students about things they are good at. Have them draw a picture of themselves doing their favorite activity.**
- 17. Have students choose what they're better at – give them alternatives – baseball or swimming, for example.**
- 18. Have students share things their parents and/or siblings are good at doing.**
- 19. Have students talk with an adult at home about what they are good at and have them share this information with the class.**

- 20. Have students draw a picture of themselves doing the thing they are best at.**
- 21. Have students bring in something that is a prize to them or that they worked hard to get and share with the class.**
- 22. Have students choose the subjects they are best at and describe how they feel when they are doing activities related to that class.**
- 23. Ask students to describe something they learned in the last year that is important to them.**
- 24. Have students discuss some things they are interested in, but do not know how to do. Teachers could develop groups for building skills/talents if possible.**
- 25. Discuss with students aptitudes (ability to learn) and skill development.**
- 26. Bring a mirror – ask the students to look in the mirror and tell what they see. Also ask them if they like what they see? If it is okay to be different looking from your classmates?**
- 27. Discuss talents by going from one student to the next and having each tell one thing they are good at doing.**
- 28. Each student expresses one thing they like about a friend or a classmate.**
- 29. Ask students “What is one thing each of you would change about yourself (longer hair, better grades, etc)?**
- 30. The classroom teacher expresses one nice thing about each student.**
- 31. Students will make a name tag with a phrase that they feel best describes their personality. Ask students to share with the group why they chose a certain phrase.**

- 32. Have students make a license plate that tells about themselves.**
- 33. Discuss disabilities with the class (learning, emotional, physical). If students have little knowledge of disabilities, divide into groups and assign research reports for each group. This will increase their understanding of disabilities so that they can have a positive attitude toward others with disabilities.**
- 34. Ask students what a friend is. Also ask the students how to be a friend.**
- 35. Brainstorm ideas of how to meet friends – ask them to play, ask if they can come over and play.**
- 36. Ask the students how to keep a friend (sharing, caring).**
- 37. Direct the students to: draw a picture of your friend on one side of your paper and on the back side of your paper draw a picture of you and your friend doing something you like to do together. Display pictures when completed.**
- 38. Talk to students about how important families are.**
- 39. Talk to students about families that fight. Talk about good healthy fighting and not healthy fighting.**
- 40. Discuss with the students how important it is to get along with family members.**
- 41. Have students draw pictures of different people that take care of them. Have them share their pictures with the class, and if the student feels comfortable, tell the class two things about the person(s) in the drawing. Example: My dad likes to fish. My step-mom picks me up from school.**
- 42. Have students draw pictures of their siblings and share with the class.**

- 43. Talk with the students about the differences between siblings and stepsiblings.**
- 44. Read Peter Cottontail and discuss what happened to the uncooperative brother.**
- 45. Discuss with the students the different things families go through, such as divorce, death, moving, unemployment, and their feelings when these things happen.**
- 46. Discuss in class different family rules and why they are important. List responses on the board.**
- 47. Ask students to write a brief story about a fun experience they have had with a family member. If they have no response, ask them to write about something they believe “would be” fun to do with this person.**



EDUCATIONAL AND OCCUPATIONAL EXPLORATION

- 48. Explore the different jobs that the students' parents and grandparents have.**
- 49. Talk about different jobs in the school, for instance teacher, secretary, principal, janitor. This can be accomplished in conjunction with a tour of the building.**
- 50. Cut pictures out of a magazine of people working and ask students to identify the jobs they are doing.**

- 51. Interview someone whose job seems interesting to you and report to the class. Example: neighbor, school worker, friend of family.**
- 52. Have students use the Children's Dictionary of Occupations to select five occupations they are interested in. List the businesses or places of work where these jobs can be found.**
- 53. Establish and review classroom rules with students.**
- 54. Establish classroom jobs with the students.**
- 55. Introduce songs and stories about good work habits.**
- 56. Play "Simon Says" to develop listening skills.**
- 57. Story telling – identify in any story or video characters that have good work habits. Discuss those good work habits and their relationship to work habits necessary to be successful in school.**
- 58. Talk about excuses that are appropriate for missing work, school, etc.**
- 59. Have students (write) sequence their daily activities. Discuss how their activities are preparing them for jobs and careers in the future. To show the importance of time scheduling, follow through on daily activities and the relationship of being on time with good work habits. Choose which daily activities promote good work habits and discuss why with the class.**
- 60. Discuss with students, "Why do people work" to establish an awareness of the reasons we work and job choices.**
- 61. Ask students why they think their Mom, Dad, or Grandparents work.**

- 62.Expose students to guest speakers that come to the class to talk about their jobs. This could possibly be helpful to parents.**
- 63.Students make a list of things that are important to them and how a job can help them to acquire or achieve those things listed.**
- 64.Conduct a group discussion on different jobs and occupations of the students' parents. Make a list on the board of how these jobs benefit the family.**
- 65.A guest speaker can be invited to address the class about their occupation and why they chose it.**
- 66.Talk about feelings that a person has if they won't share.**
- 67.Have students do the "trust walk" with partners. One student is blindfolded and two others lead him/her with hands and oral instructions.**
- 68.Use each letter of the teachers name to find a descriptive work about the class.**
Example:
- S – smart**
M – motivated
I – individuals
T – truthful
H – honest
- 69.Make a class collage on one piece of paper so that the class has to cooperate.**
- 70.Develop a skit to perform showing people sharing with each other and another group not sharing. Ask students to discuss why sharing is important.**
- 71.Talk with students about what foods they like, have them cut pictures out of magazines, and make a collage.**

- 72. Talk with the students about what colors they like and ask them to make a picture using those colors.**
- 73. Talk with the students about a favorite game and why they like this particular game.**
- 74. Have students draw a picture of themselves doing something they like to do. Example – playing ball, swimming, etc.**
- 75. Have students draw a picture of a clown and decorate him the way they want.**
- 76. Play charades and imitate an activity you like doing and let the class guess what it is.**
- 77. Have students bring in something they are proud of, possibly a trophy or a report card. Have a show and tell. Things they bring should reflect their interests.**
- 78. Students plan a time capsule and they decide as a class, which items they would want to store in a time capsule, which would be found by citizens in another century.**
- 79. Talk about people being people. Discuss with students if it matters what color you are or what gender you are.**
- 80. Talk about friendship. “What makes a good friend?” Ask students if it matters what color or gender your friends are.**
- 81. Have boys and girls list activities they enjoy and discuss similarities in lists.**
- 82. Play a Red Rover game with boys and girls on each team. Discuss the game afterwards.**
- 83. Talk about different jobs in the school. Ask if it matters what gender a teacher is, or what gender a nurse or principal is.**

84. Have students help the teacher develop classroom jobs and how these jobs will be assigned.

85. Role-play boys and girls performing various classroom jobs.



CAREER PLANNING

86. Students will be given a bookmark to color and they are to choose which colors they want to color it.

87. Students will each choose a picture they like cut from a magazine and choose whom to give it to.

88. Students will role-play different problems and come up with different solutions. For instance, Billy and Bobby are fighting over a toy. What solution could you use?

89. Talk about home problems like fire, swallowing poison, cutting or burning yourself, etc. What solutions could you use?

90. Students will learn about consequences by posing different situations to them:

- **What happens if you don't look before you cross the street?**
- **What happens if you skip school?**
- **What happens if you eat too much candy?**
- **What happens if you steal money from a classmate?**

91. Ask students to think and relate "I" decisions they make. Ex. What to wear to school. What to eat for breakfast. What to do after school.

**92. Ask students to discuss some examples of “we” decisions.
Ex. What game to play (you and a friend). How to cut your hair (you and Mom).**

93. Ask students to describe decisions they have made that were difficult to make and why.

94. Discuss with students the Decision Making Process (ABCs):

- A problem
- Brainstorm possible solutions
- Consider the consequences
- Decide what you will try
- Evaluate what you did

Practice going through the above model with the children.

95. Have students write out a question which they want help resolving. Put the questions into a fish bowl, hat, etc. Select a question and ask the class for solutions. Stress to students that they are not bad because they have a difficult time with decisions.

96. Role-play different problems and brainstorm possible solutions to problems.

97. Ask each student to think of an important decision he/she made recently. Talk about whether it was appropriate or needs improvement.

98. Talk with the students about the different jobs and tasks there are at home. Discuss who does each task. Example – Doing dishes, mowing the lawn, etc.

99. Discuss with the students what work is – what a job is – what a career is.

- 100. Ask students to come up with a list of careers in their community. This list can be added to over a select time period.**
- 101. Discuss with the students the amount of education or training that is needed for the skills on the job list that was generated.**